

**GRADE 4, MODULE 2A: UNIT 2, LESSON 4**

**WORD CHOICE: USING ACADEMIC VOCABULARY TO APPLY FOR A COLONIAL TRADE JOB**

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)	
<p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can write for a variety of reasons. (W.4.10)</p> <p>I can accurately use fourth-grade academic vocabulary to express my ideas. (L.4.6)</p>	
SUPPORTING LEARNING TARGETS	ONGOING ASSESSMENT
<ul style="list-style-type: none"> <li>I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application.</li> <li>I can share the important details of a colonial trade by speaking clearly and at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>Colonial job application</li> </ul>



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AGENDA	TEACHING NOTES
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Guided Practice: Organizing Our Thinking (10 minutes)</li><li>B. Shared Writing: Job Application for a Wheelwright (15 minutes)</li><li>C. Independent Practice: Writing Our Job Applications (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share: Group Mingle (10 minutes)</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students apply for a job for a trade they are interested in studying for the rest of the unit. Build up the excitement of this simulation.</li></ul>

LESSON VOCABULARY	MATERIALS
apply, application, seek, hire, consider, pace, characteristics	<ul style="list-style-type: none"><li>• Colonial Trade Job Application planning sheet</li><li>• Chart paper for shared writing of job application paragraph</li></ul>

OPENING	MEETING STUDENTS' NEEDS
<p><b>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that in the past few lessons, they learned specific information about some colonial trades and wrote Help Wanted ads for those trades. Today they will use what they learned about the trades in order to apply for a position as a new worker with that type of craftsperson. This job application also will be the way they will inform the teacher about which trade they would like to become an expert on during their research in this unit.</li><li>• Invite students to silently read the two learning targets: “I can share the important details of a colonial trade by speaking clearly and at an understandable pace,” and “I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application.” Ask if there are any words that they are unsure of. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example:<ul style="list-style-type: none"><li>* <i>pace</i>: how quickly or slowly a person speaks</li><li>* <i>academic words</i>: general vocabulary words that don’t relate to a specific trade</li><li>* <i>trade-specific</i>: words that are special to that particular trade</li><li>* <i>application</i>: a written request for something</li></ul></li><li>• Reread the learning targets using the clarifying words and check for understanding with students.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>

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<p><b>A. Guided Practice: Organizing Our Thinking (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that when they wrote the Help Wanted ads, they were writing as the craftsperson that was looking for help, employees. Today they will be a colonist who wants the job. As they apply for a job, they will need to “sell” themselves by explaining that they know what the trade is and how they have the skills necessary to do what the craftsperson does successfully. Job applications are still used today when people want to be considered for a job. Often the application is a form that could include a short essay telling the employer why the applicant would be the best person for the job.</li> <li>Distribute the <b>Colonial Trade Job Application planning sheet</b>. Using the Help Wanted ad for the wheelwright from Lesson 3, guide the students through the first section (first choice) of the planning sheet. Ask students to help you, based on what they learned about the wheelwright in Lessons 2 and 3, to identify interesting aspects of the trade of a wheelwright and the skills a person would need to do it successfully (i.e., a person needs to be strong and accurate when measuring).</li> <li>Let students do as much of the thinking as possible. Guide them with probing questions:             <ul style="list-style-type: none"> <li>* “What else might the person need to be able to do?”</li> <li>* “Why would that be important?”</li> <li>* “Say more about that . . .”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For special education students, English Language Learners, and students who are just generally challenged by reading and writing, simplify task directions and/or create checklists from them so that students can self-monitor their progress.</li> </ul>
<p><b>B. Shared Writing: Job Application for a Wheelwright (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind student that in Module 1 they learned how to write paragraphs from notes they had taken in their research. For the job application, they will use the notes on their first-choice trade to write a paragraph that explains why they are the best person for the position.</li> <li>As a class, write a <b>job application paragraph</b> for the wheelwright on chart paper so everyone can access it. During a shared writing experience, the teacher is often the scribe for the students’ ideas. It’s important to allow as many voices as possible to be heard, even if it’s through a Think-Pair-Share process. Guide the students through the thinking and decision-making process a person might have when writing about how they would be best for a position.</li> </ul>	

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WORK TIME	MEETING STUDENTS' NEEDS
<p><b>C. Independent Practice: Writing Our Job Applications (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to identify their top two choices of the trades they want to become experts on during this unit: blacksmith, builder/carpenter, cooper, printer, and shoemaker.</li> <li>Ask students to complete the planning sheet for each of the two trades they chose.</li> <li>Then ask students to pick their top choice and write the job application paragraph. Circulate to assist students with their writing. Look for students using evidence from the Help Wanted ads in their writing. Assist students, if needed, in identifying academic and trade-specific vocabulary that will enhance their writing.</li> </ul>	<ul style="list-style-type: none"> <li>For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required: I would like to apply for the trade of _____. I think I'd be successful at this trade because _____.</li> </ul>

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CLOSING AND ASSESSMENT	MEETING STUDENTS' NEEDS
<p><b>A. Share: Group Mingle (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to circulate around the class to share their application paragraph with a partner. Repeat this 2 to 3 times.</li> <li>On the last share, have the students show evidence of whether they met the learning target: “I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application,” or not.</li> <li>Collect students’ planning sheets and their job applications in order to form the expert groups.</li> </ul>	
HOMEWORK	MEETING STUDENTS' NEEDS
<ul style="list-style-type: none"> <li>Continue reading in your independent reading book for this unit at home.</li> </ul> <p><i>Note: Read over all the applications and assign the students to expert groups for their research. The expert groups will be revealed in Lesson 8. A few things to think about as you assign groups:</i></p> <ul style="list-style-type: none"> <li><i>* There may be more than one group on a given trade. Keep the groups limited to students, to ensure maximum participation.</i></li> <li><i>* Be mindful that the groups are as even as possible in size.</i></li> <li><i>* Try to honor the students’ interests in the trades they applied for if at all possible.</i></li> <li><i>* Design expert groups to be heterogeneous (the logical default) unless there is a specific reason you feel that homogeneous groups would better meet your specific students’ needs. Resources for each group are designed to support learners at a variety of levels in terms of their reading and writing skills.</i></li> </ul>	

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**Colonial Trade Job Application Planning Sheet**

Name:	
Date:	

**Directions:**

List your top two choices for trades that you would want to learn if you lived in Colonial America.

For each choice, complete the planning sheet below.

Make sure to use trade-specific vocabulary that you learned (see the Help Wanted posters).

My **first choice** trade for which I would like to be considered: \_\_\_\_\_

What sounds interesting to you about the trade?
What skills do you have that will help you be successful in this trade?

My **second choice** trade for which I would like to be considered: \_\_\_\_\_

What sounds interesting to you about the trade?
What skills do you have that will help you be successful in this trade?



## Colonial Trade Job Application

1. Write down the name of the colonial trade that is your first choice.
2. Use the planning you did to help you write a paragraph that describes why you would be the best person for your **first-choice** trade.
3. Make sure to use trade-specific vocabulary in your application.

My **first choice** trade for which I would like to be considered: \_\_\_\_\_